DOCUMENT RESUME

ED 071 356 EM 010 501

TITLE	Introduction to Psychology and Leadership. Part One; Overview of Leadership. Content Outline, Terminal and Enabling Objectives.
INSTITUTION	Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.
SPONS AGENCY	National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
BUREAU NO	BR-8-0448
PUB DATE	May 71
CONTRACT	N00600-68-C-1525
NOTE	33p.; See also EM 010 418 and EM 010 419
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Autoinstructional Aids; *Behavioral Objectives; Communication (Thought Transfer); *Course Content; Individual Psychology; *Leadership; *Military Training; *Performance Specifications; Programed Instruction; Psychology; Social Psychology

ABSTRACT

The content is outlined and the terminal and enabling objectives are provided for a curriculum area on concepts of leadership (see EM 010 420, EM 010 451, and EM 010 465), part of an introduction to psychology and leadership course for the United States Naval Academy (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484). EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

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ED 071356

UNITED STATES NAVAL ACADEMY

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

MAY 1971

PART ONE

OVERVIEW OF LEADERSHIP

CONTENT OUTLINE

TERMINAL AND ENABLING OBJECTIVES

EM 010 501

Westinghouse Learning Corporation
Annapolis Division
2083 West Street
Annapolis, Maryland 21401

United States Naval Academy

ED 071356

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART ONE

OVERVIEW OF LEADERSHIP

Content Outline

Terminal and Enabling Objectives

May 1971

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EDUCATION & WELFARE
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WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

United States Naval Academy

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INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART ONE

OVERVIEW OF LEADERSHIP

Segment I

Concept of Leadership

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

CONCEPT OF LEADERSHIP

A. Defining Leadership

1. Introduction (Hays and Thomas, p. 15)

   a. The exercise of leadership is a universal and exceedingly complex social phenomenon that has long defied exact scientific definition and measurement.

   b. The search for a viable scientific theory continues.

   c. The various perspectives and insights must be organized into a conceptual framework that can serve as a guide for the student who must use this knowledge in practice.

2. Definitions

   a. Group-oriented definitions from non-military sources.

      1) Leadership is the process of influencing group activities toward goal setting and goal achievement. (Fiedler, p. 8)

      2) The process of influencing activities of an organized group in its efforts toward goal setting and goal achievement. (Leadership, Membership and Organization - Stogdill in Psychology Bulletin 47:1-14 January, 1950, p. 4)

      3) Leadership is the activity of influencing people to strive willingly for group objectives. (Terry, p. 493)

      4) We define leadership as interpersonal influence, exercised in situation and directed, through the communication process, toward the attainment of a specified goal or goals. (Tannebaum, Weschler, Massarik, p. 24)

   b. Definitions from military sources

      1) Leadership is the art of influencing human behavior so as to accomplish a mission in the manner desired by the leader. (Hays and Thomas, pp. 15-16)

2) Leadership is the sum of the qualities of intellect, human understanding, and moral character that enables a person to inspire and to control a group of people successfully. (Marine Corps Manual, Par. 5390)

3) Naval leadership is the art of accomplishing the mission of the Navy through its people, both officer and enlisted. (The Naval Officer's Guide, p. 155, Ageton & Mack)

c. Semantic problems in defining leadership (Hays and Thomas, p. 16)

1) Military personnel often equate the terms leadership and command.

2) Industry frequently makes little distinction between leadership and management.

3) The distinctions

a) In the military, management is considered as the science of employing men, money, material, and time in the economical and effective accomplishment of a mission--it is a component of leadership, but frequently has a less dynamic and less spirited connotation than Naval leadership. (This definition will prevail in Part V.)

b) Command is the lawful authority that a leader exerts over subordinates by virtue of his rank and assignment; thus, command is a position of legal authority while leadership is an activity--leadership is generically a broader term than command and includes not only authority but also the ability to influence others.

3. Analysis of definitions from non-military and military sources.

a. Similarities

1) Polarization of members of a group around some central person

2) The leader is able to direct a group toward its goal

3) The leader possesses certain behavior characteristics.

a) Ability to influence human behavior

b) Mission or goal orientation (Further analysis and research of this area will be undertaken to determine whether there are other behavior characteristics common to civilain and military leaders.)

4) Leadership is the art of influencing human behavior

b. Differences

1) Leaders in the military are not elected by the group, but appointed--non-military leaders are usually appointed but may in some cases be elected by the group, e.g., social group.

2) Military leadership is oriented toward accomplishment of a mission--a mission which can often involve serious injury or death of followers. Non-military leadership is also mission-oriented, but accomplishment of the mission will seldom influence a leader to continue toward mission accomplishment when lives or safety of followers are seriously endangered.

3) Military approach to leadership places a broader (human relations) responsibility on its leaders than does non-military approach.

a) Military leaders are required to be examples of virtue, honor, patriotism, and subordination and to safeguard the morale, physical well-being, and general welfare of the officers and enlisted persons under their command. (NavRegs. Art. 0702A)

b) Military leaders are responsible to a far greater degree than civilian counterparts for the general welfare, physical well-being, and off-job performance of subordinates.

4) The concept of leadership in the military is likewise broader in scope than the concept of leadership in civilian management.

a) The officer leader is responsible for mission accomplishment through appropriate application of men, money, material, and time. He "manages" money, material, and time, and "leads" men. The

civilian concept considers leadership a subset of management relating to the manager's responsibility for obtaining effective performance from his personnel.

B. Leaders classified (Hays and Thomas, pp. 17-18)

1. Manner in which leader achieves his position

a. Informal groups

1) Emergent: Leader emerges from the group because of his expertise or professional knowledge which is desired, recognized, and accepted by the group.

2) Charismatic: Process is similar to that of emergent leaders; however, leadership is bestowed upon the charismatic leader because of some mystical power. The charismatic leader has permanence of leadership seldom achieved by the emergent leader.

b. Formal groups: Process of waiting for the emergent or charismatic leader is too haphazard for formal groups, so a more orderly process is required.

1) Elected, e.g., government leader, civic organization official

2) Appointed, e.g., military. Formally recognized superiors appoint subordinate leaders.

2. Closeness to "doer" level. All leaders interact personally with some level of subordinates. As hierarchy develops in a larger organization, the higher echelon leaders are remote from and less well-known by the majority of personnel at the "doer" level:

a. Industry:

1) Top management

2) Middle management

3) Firstline supervisors

b. Military

NAVY	MARINE CORPS
Flag Officer	General Officer
Senior (CDR,CAPT)	Field Grade (MAJ-COL)
Junior (ENS-LCDR)	Company Grade (2DLT-CAPT)
Petty Officer	Non-Commissioned Officer

C. Theoretical Approaches to the Study of Leadership (Hays and Thomas, pp. 20-27)

1. The Leader-Oriented Theories

a. The Great Man Theory

1) Basic concepts of the Great Man Theory

a) Leadership is some quality or characteristic residing in the personality of the leader.

2) Limitations of the Great Man Theory

a) Identification of the quality or characteristic residing in the personality of the leader has presented a major problem. Use of the theory to form the basis for the selection and development of leaders is therefore limited.

b. The Heredity Theory

1) Basic concepts of the Heredity Theory

a) Leadership as being hereditary: Leaders are born--not made.

b) Leader's position passed down from father to son.

2) Limitations of the Heredity Theory

a) Leaders often emerge from the masses; therefore, it appears that leadership could be developed.

b) If leadership were hereditary, the problem would be one of selecting rather than developing leaders

(Research will be cited.)

c) Research has shown that experience, learning and environmental factors are of considerably greater importance in leadership development than heredity.

c. The Trait Theory

1) Basic concepts of the Trait Theory

a) Certain traits possessed by leaders differentiate them from followers.

b) The leader tends to be more intelligent than the follower. (If a leader is too much more intelligent than the followers, his effectiveness as a leader may be impaired.)

c) Traits provide a means for communicating about personality.

d) Certain traits are required by leaders of certain groups in certain situations.

(1) Social and moral orientation

(2) Integrity

(3) Maturity

(4) Capacity to deal with problems and tasks confronting group.

(a) Intelligence

(b) Judgment

2) Limitations to the Trait Theory

a) The inability to identify specific leadership traits tends to cast doubt on the Trait Theory.

b) Major drawback concerns the basic technique of attempting to measure traits in isolation.

c) There are few consistent trait patterns.

(Research will be cited.)

d) No evidence uncovered indicates that there is any single trait that consistently differentiates leaders from followers.

d. Conclusions relative to the Leader-Oriented theories.

1) The discussions above raise the possibility that leadership traits may not be those that differentiate the leader from the follower, but rather those that are shared by the followers.

2) The leader may, therefore, be the individual who has the most ideal combination of characteristics required of all members of his group.
(In Materials Preparation, at least two examples, one athletic and one Naval, will be cited to demonstrate this conclusion.)

2. The Group Theory

a. Basic concepts of the Group Theory

A systematic analysis of leadership must recognize factors external to the leader. The leader mingles continually with the followers. There is then, a complex social interaction between the leader and the followers (vertical relationship) and interactions among the followers (lateral relationships).

1) Vertical relationships

a) Complex social interaction between leader and followers is a factor external to the leader himself but vital to an understanding of the leadership setting.

b) Group perceives the leader as the one who can best provide for their individual needs and guide them toward group goals, and hence confers the leadership on him.

c) Personality traits of a leader make little difference as long as the followers have faith in him.

d) In military situations, unit leader is particularly important in satisfying certain needs of unit members (status, security, maintenance of dignity, etc.)

2) Lateral relationships

a) A dynamic interaction of individual purposes, attitudes, prejudices, and emotions takes place among members of the group.

b) This interaction becomes a binding force for group members.

c) Under combat stress, this lateral relationship is particularly essential, so that members know, take care of, and draw strength from each other.

3) Conclusions relative to Group Theory

a) In the leader-follower situation, if the formal leader fails to satisfy followers' needs, he may be replaced by an informal leader.

b) Military leader must accomplish assigned missions; doing this may bring him into conflict

with his group if he has permitted an informal leader to formulate goals more closely related to group members' desires.

c) The military, in recognition of the group dynamics effect recognized from study of the Group Theory, has emphasized the human relations aspect of leadership:

(1) This aspect is both a philosophy of group behavior and a style by which a leader may deal with his subordinates.

(2) Human dignity and promotion of individual initiative are stressed.

(3) Leader uses this means to integrate group into an effective, cooperative team to accomplish group mission and satisfy needs of members of the group.

(4) Leadership is most effective when members of the group identify with group's goal and their higher order social needs are satisfied through its attainment.

(5) Human relations approach should never be so follower-oriented that organizational proficiency and mission accomplishment are impaired.

d) The size, structure, and composition of a military unit determine the appropriate techniques required by the leader.

e) Group loyalty is extremely important to the effectiveness of a member of a combat unit; therefore, the study of leadership must encompass the understanding of the follower as well as the group dynamics existing in a unit.

3. The Situation Theory.

a. Basic concept of the Situation Theory

1) Situational factors, external to the leader, in his group influence his decisions and actions.

2) Leadership procedures may differ greatly from one situation to another, e.g., leading a division on a combat ship in drydock or leading the same division in operations off a hostile shore.

3) Leadership demands vary between assignments and between levels of command, e.g., a leader may be effective in one situation but not necessarily effective in another.

4) Military leadership, compared to other forms of leadership, may be considered situational, e.g., a military leader has greater responsibility for personal problems and moral conduct of his subordinates than leaders in other types of endeavors.

b. Limitation of the Situation Theory

If leadership were purely situational, a leader in one situation could not lead in another.

c. Conclusion from Situation Theory

Leader must recognize effect of situation on his group and adapt his leadership approach to the demands of the situation, e.g., a military leader's combat situation decisions and actions are more authoritarian than his decisions concerning a unit's social activity.

4. Conclusions from the theoretical approaches to the study of leadership

a. Each of the approaches contributes to an understanding of the leadership process, but the approaches are not mutually exclusive; therefore leadership may be viewed as a dynamic interaction process involving a leader, his followers, and an environmental situation.

b. These theoretical approaches then serve as a coordinating framework to assist in analyzing the leadership process, in solving specific leadership problems, and in developing leadership skills.

D. The Navy's Concept of Leadership (NOTE: Original text material will be developed for this entire section.)

1. Naval leadership is a process which is administered by a naval officer (leader). A military concept, it is considered to be broader in scope than the classical concepts of leadership.

2. By definition, naval leadership is the accomplishment of the Navy's mission through people.

3. Comparison of naval leadership process with classical leadership and the management process.

a. The classical concept of leadership requires that leadership be related only to leading people which excludes the efficient use of money, material, and time; therefore, it is less broad and thus included within the scope of the management process.

b. Naval leadership, however, includes the management process, the classical concept of leadership, and the traditional responsibility of a naval leader to be accountable and morally responsible for the effective use of men, money, and material.

c. The classical or theoretical concept of leadership does not reflect an ethical connotation; however, Naval leadership does, in every respect, reflect a moral code in that it is based on personal example, moral responsibility, and good management practice.

4. Components of naval leadership

Naval leadership in accomplishing the mission, utilizes the basic principles of psychology, management, and moral responsibility.

5. Principles of psychology

Why the leader should know about principles of psychology:

a. How the leader controls and directs his actions with people may determine his succe s as a naval officer.

b. A knowledge of those principles of behavioral psychology which will help a leader to understand himself, human motives, differences between individuals, and the responses of an individual when functioning alone or in a group, and make him more effective in managing:

1) The behavior of subordinates in pursuit of the mission

2) His own behavior in order to get along with his contemporaries and seniors

6. Functions of management

a. Why the leader should know about functions of management:

1) To accomplish the Navy's mission efficiently and effectively:

a) The leader must know how to operate efficiently within the framework of part of the largest corporation in the world (the Defense Department).

b) The leader must account for and is morally responsible for the effective use of men, money, and material.

c) Men's lives depend on the leaders's ability to provide supplies, support, and guidance.

*b. Functions of management

1) The activities involved in the management of any organization may be classified in many ways. Such activities will be classified herein as the five functions of management:

a) Planning (Hays and Thomas, p. 103): All leaders including those at the lowest level must habitually look to the future and plan those activities over which they have direct control.

b) Organizing (Hays and Thomas, p. 115): Every leader must be, among other things, an organizer, since he is repeatedly faced with the requirement of organizing his group or unit in a manner best adapted to the accomplishment of some task or mission.

c) Directing (Hays and Thomas, p. 131): The leader initiates action toward mission accomplishment by telling his subordinates what he wants done. His directives are stated clearly and completely in an authoritative and consistent manner.

d) Controlling (Hays and Thomas, pp. 136-142): The leader determines that his plans are being executed as he directed by controlling and monitoring progress, thus assuring adherence to standards and determining whether further direction is required. He ensures that other units affected by progress of his unit are provided complete and relevant reports.

e) Coordination (Hays and Thomas, p. 94): The leader must integrate all details necessary for the accomplishment of the mission.

*Revised 9/30/69

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Outline Reference	Terminal and Enabling Objectives	
A.3.	Given a list of characteristics contained in non-military and military leadership concepts, the M will be able to select from several choices those which are included in the concept of each.	TO 1
A.3.a	Given a list of definitions of leadership, the M will be able to classify each definition as being drawn from either a military source or a non-military source.	EO-1
A.2.c.	The M will be able to select from several choices the paragraphs which best distinguish leadership from command.	EO-2
B.	Given a description of several leadership positions, the M will be able to select from several choices, the most likely method by which the leadership position was attained.	TO 2
B.1.	The M will be able to select from several choices the definition of the following terms: a. Emergent b. Charismatic c. Elected d. Appointed	EO-1
B.1.	The M will be able to select from several choices the four methods of classification of how a leadership position is attained.	EO-2

Outline Reference	Terminal and Enabling Objectives	
C.	Given a description of several leadership situations depicting a lack of consideration for one of the three theoretical approaches (leader, group, and situation), the M will select which approach has most likely been inadequately considered.	TO 3
C.4.	The M will be able to select the three factors that are most closely involved in the dynamic interaction of the leadership process.	EO-1
C.1.d.	The M will be able to select from several choices the paragraph(s) which best describe(s) the conclusions(s) relative to the Leader-Oriented Theories.	TO 4
C.1.	The M will be able to select from several choices the paragraph(s) which best describe(s) the limitations of the Leader-Oriented Theories.	EO-1
C.2.a.3).	The M will be able to select from several choices the paragraph(s) which best describe(s) the conclusions(s) relative to the Group Theory.	TO 5
C.2.a.	The M will be able to select from several choices the paragraph(s) which best describe(s) the vertical and lateral relationships of the Group Theory.	EO-1

Outline Reference	Terminal and Enabling Objectives	
C.3.c.	The M will be able to select from several choices the paragraph(s) which best describe(s) the conclusion(s) relative to the Situation Theory.	TO 6
C.3.b.	The M will be able to select from several choices the paragraph which best describes the limitation relative to the Situation Theory.	EO-1
C.1.2.3.	The M will be able to select from several choices the factors which are included within each of the following approaches to the study of leadership: a. Leader-Oriented b. Group c. Situation	TO 7
C.1.2.3.	The M will be able to select from several choices the three theoretical approaches to the study of leadership.	TO 8
D.	Given a description of various situations indicating that the leader does not understand or utilize one or more of the components of naval leadership, the M will select from several choices the components not understood or utilized.	TO 9

Outline Reference	Terminal and Enabling Objectives	
D.6.	Given a military situation (for example, an amphibious operation), the M will select, from several choices, the five basic management functions that were required to be coordinated in order to accomplish the objective effectively.	TO 10
D.6.b.	The M will be able to select from several choices, the statements which describe the reasons why a leader should know about the functions of management.	EO-1
D.6.b.	The M will be able to select from several choices the five functions of management.	EO-2
D.	Given a description of a leadership situation, the M will be able to identify the leader's behavior in the situation as being in accord with: a. The naval leadership process or b. The management process	TO 11
D.2.	The M will be able to select from several choices the paragraph which best defines naval leadership.	EO-1
D.3.	The M will be able to select from several choices the factors which are attributable to the Navy's definition of leadership and/or to the classical definition of leadership.	EO-2

Outline Reference	Terminal and Enabling Objectives	
D.4.	The M will be able to select from several choices the components of naval leadership.	TO 12
D.5.	The M will be able to select from several choices the statements which best describe why principles of psychology are important to a leader.	TO 13

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART ONE

OVERVIEW OF LEADERSHIP

Segment II

Standards of Leadership in the Naval Service

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

STANDARDS OF LEADERSHIP IN THE NAVAL SERVICE

A. General Order 21 - Leadership in the United States Navy and Marine Corps

1. Introduction: What are General Orders?

   a. General Orders are issued periodically by the Secretary of the Navy to direct command attention to urgent matters.

   b. General Orders deal with various topics, e.g.:

      1) General Order No. 13 concerns defensive sea areas and air space reservations, designating those parts of the world vital to national defense for which the Navy is responsible.

      2) General Order No. 5 concerns the assignment and distribution of authority and responsibility for the administration of the Navy.

2. What is General Order 21? (NAVPERS 15934A)

   a. An order from the Secretary of the Navy which requires every command, major office, and bureau of the Navy department:

      1) To review its leadership standards on a continuing basis.

      2) To improve its leadership standards.

      3) To provide instructions in leadership practices and principles.

3. Objectives of General Order 21 (GO21 1 May 1963)

   a. To achieve an ever-improving state of combat readiness by:

      1) Emphasizing that successful leadership at all levels is based on personal example and moral responsibility.

      2) Insuring that every man and woman is an example of military ideals.

3) Requiring personal attention to supervision of subordinates.
(NOTE: In preparation of materials, include excerpts from Marine Corps Manual referenced in NAVPERS 15934A.)

4. Areas of performance of duty to which particular attention is directed by GO 21:

a. Moral responsibility (NavRegs, Art. 0702A; MCM, Par. 5390)

b. Personal example of behavior and performance (NavRegs, Art. 1210; MCM, Par. 5390)

c. Established standards for personnel development (NavRegs, Art. 0710; MCM, Par. 1500)

d. Integration of principles and practices of leadership into everyday life (NavRegs, Art. 0709; MCM, Par. 5390)

e. Effective organization and administration (NavRegs, Art. 0704; MCM, Par. 3000)

B. Discussion of the Areas of Performance of Duty as Specified by General Order 21

1. Moral responsibility (NavRegs, Art. 0702A; MCM, Par. 5390)

a. Standards of moral responsibility for the leader

1) To be a good example of virtue, honor, patriotism, and subordination

2) To be vigilant in inspecting the conduct of all persons under his command

3) To guard against and suppress dissolute and immoral practices

4) To correct all persons who are guilty of dissolute and immoral practices according to the laws and regulations of the Navy

5) To take all necessary and proper measures under laws, regulations, and customs of the naval service to promote and safeguard the morale, physical well-being, and general welfare of all personnel under his command. (NavRegs, Art. 0702A)

2. Personal example of behavior and performance (NavRegs, Art. 1210)

a. Standards of personal example, behavior, and performance

1) Subordination

2) Courage

3) Zeal

4) Sobriety

5) Neatness

6) Attention to duty

7) Maintenance of good order and discipline

3. Established standards for personnel development (NavRegs, Art. 0710)

a. Standards of personnel development for the leader

1) To increase the specialized and professional knowledge of personnel under his command by:

a) Frequent drills, classes, and instruction

b) Use of appropriate fleet and service schools

2) To encourage and provide assistance and facilities to personnel under his command who seek further education

3) To require Junior Grade Lieutenants and First Lieutenants who have less than two years commissioned or warrant service, and all Ensigns and Second Lieutenants:

a) To comply with the provisions prescribed for their instruction by the Chief of Naval Personnel, the Commandant of the Marine Corps, or the chiefs of other appropriate bureaus

b) To keep journals and to attend classes and receive appropriate practical instruction as the Commanding Officer deems advisable

4) To detail the officers referred to in paragraph 3 (above) as many duties successively as practical during their first two years of commissioned service. The Commanding Officer shall indicate on the fitness report of each such officer:

a) The duties assigned to each officer

b) The period of assignment

c) Degree of qualifications in such duties

5) To designate Senior Officers to act as advisors to Junior Grade Lieutenants, First Lieutenants, Ensigns, and Second Lieutenants.

a) Duties of advisors

(1) Assist junior officers to properly understand their duties and responsibilities

(2) Endeavor to cultivate in junior officers

(a) Officer-like qualities

(b) A sense of loyalty

(c) A sense of honor

(d) An appreciation of naval customs

(e) Ah appreciation of professional ethics.

4. Integration of principles and practices of leadership into everyday routine

a. Welfare of personnel (NavRegs, Art. 0709)

The Commanding Officer shall:

1) Use all proper means to promote the morale and to preserve the moral and spiritual well-being of the personnel under his command.

2) Endeavor to maintain a satisfactory state of health and physical fitness in the personnel under his command.

3) Afford an opportunity, with reasonable restrictions as to time and place, for personnel under his command to make requests, reports, or statements to him, and shall insure that they understand the procedures for making such requests, reports, or statements.

4) Insure that noteworthy performance of duty of personnel under his command receives timely and appropriate recognition and that suitable notations are entered in the official records of the individual.

5) Insure that timely advancement in rating of enlisted personnel is effected in accordance with existing instructions.

5. Effective organization and administration

a. Effectiveness for service (NavRegs, Art. 0704)

The Commanding Officer shall:

1) Exert every effort to maintain his command in a state of maximum effectiveness for war service, consistent with the degree of readiness prescribed by proper authority.

2) Report to his senior any deficiency which appreciably lessons the effectiveness of his command.

3) Report, with his recommendations, to the bureau or office concerned, whenever, in his opinion, his authorized allowances of personnel or material exceed or fall short of requirements.

C. Success of Program to Date

Pursuant to the requirements of General Order 21, an increased emphasis has been placed on leadership instruction in recent years. The curriculum of the professional schools of the naval service has been greatly enriched in meaningful leadership instruction. The enlisted and officer leaders who have attended such schools are far more completely equipped with useful and meaningful knowledge of modern leadership and management techniques than were their predecessors in naval history.

D. Key Leadership and Major Leadership Traits

1. The following list of Key Leadership Factors and Major Leadership Traits has been prepared by the Department of Behavioral Science. The various items on this list will be elaborated upon from time to time throughout this course.

KEY LEADERSHIP FACTORS

AN EFFECTIVE LEADER:

SETS THE EXAMPLE.

KNOWS HIS JOB.

HAS LEARNED TO BE A GOOD FOLLOWER.

KNOWS HIMSELF AND SEEKS SELF-IMPROVEMENT.

ENCOURAGES SUBORDINATES TO OFFER SUGGESTIONS AND/OR CONSTRUCTIVE CRITICISM.

IS CONSISTENT, BUT NOT INFLEXIBLE.

ESTABLISHES OBJECTIVES AND PLANS FOR THEIR ACCOMPLISHMENT.

TREATS EVERY PERSON AS AN INDIVIDUAL, NOT AS A NUMBER.

SEEKS RESPONSIBILITY AND DEVELOPS A SENSE OF RESPONSIBILITY AMONG HIS SUBORDINATES.

KEEPS HIS MEN INFORMED.

TRAINS HIS MEN AS A TEAM.

MAKES SURE THE TASK IS UNDERSTOOD, SUPERVISED, AND ACCOMPLISHED.

EMPLOYS HIS UNIT IN ACCORDANCE WITH ITS CAPABILITIES.

TAKES RESPONSIBILITY FOR HIS ACTIONS, REGARDLESS OF THEIR OUTCOME.

UPON REASSIGNMENT, CAN ANSWER AFFIRMATIVELY: "ARE THE MEN I HAVE JUST LEFT, BETTER MEN, FOR MY HAVING SERVED WITH THEM?"

MAJOR LEADERSHIP TRAITS

INTEGRITY

ABILITY TO WRITE WELL
ABILITY TO SPEAK EFFECTIVELY
COOPERATION
COURAGE (MORAL & PHYSICAL)
CREATIVITY
DECISIVENESS
DEPENDABILITY
ENDURANCE
ENTHUSIASM
INITIATIVE
JUDGMENT
LOYALTY
SELF-DISCIPLINE
SENSE OF HUMOR
TACT
UNSELFISHNESS

2. It should be emphasized that:

   a. Mere knowledge of the above list is no guarantee of effective leadership performance.

   b. Knowledge of and the application of the Key Leadership Factors are two entirely separate and distinct concepts.

3. The list of Key Leadership Factors and Major Leadership Traits will be included in the Discussion Booklet and also given to each midshipman as a Handout during the Depth Core of Part One, Segment 2.

REFERENCES

Part One - Segment II

U.S. Navy Manual for Leadership Support, NAVPERS 15934A. Washington, D.C.: U.S. Government Printing Office.

Leadership and General Order 21, MN-8829A1, 1963.

Outline Reference	Terminal and Enabling Objectives	
A.	Given a description of the objectives a leader has established for his organization (division), the M will be able to identify, from several choices, those which are compatible with the objective of GO 21.	TO 1
A.1.	The M will be able to select from several choices the paragraph which best specifies the definition of General Orders.	EO-1
A.2.	The M will be able to select from several choices the paragraph which best describes the requirement GO 21 places on every command, major office and bureau of the Navy Department.	EO-2
A.3.	The M will be able to select from several choices the paragraph which best specifies the objective of GO 21.	EO-3
A.4.	Given situations in which a leader's action reflects a disregard for one of the five areas of performance of duty to which particular attention is directed by GO 21, the M will select from several choices, the area being disregarded.	TO 2
B.1.	Given several situations in which a leader's action reflects a disregard for moral responsibility, the M will be able to select from several choices the action(s) that constitute(s) the violations(s).	TO 3a

Outline Reference	Terminal and Enabling Objectives	
B.1.	Given situations in which a leader's actions fulfill the requirements for moral responsibility, the M will select from several choices the actions that fulfill the requirement.	TO 3b
B.1.2.	The M will be able to select, from several choices, the paragraph which best specifies the standards of moral responsibility as set forth in GO 21 and NavRegs, Art. 0702A.	EO-1
B.2.	Given situations in which a leader's action reflects a disregard for his responsibility to be a good example of behavior and performance, the M will be able to select from several choices the action that constitutes the violation.	TO 4a
B.2.	Given situations in which a leader's action fulfills his responsibility to be a good example of behavior and performance, the M will select from several choices the action that fulfills the requirement.	TO 4b
B.2.	The M will be able to select from several choices the paragraph which best specifies the standards of personal example of behavior and performance as set forth in GO 21 and NavRegs, Art. 1210.	EO-1

Outline Reference	Terminal and Enabling Objectives	
B.3.	Given situations in which a leader's action reflects a disregard for established standards of personnel development, the M will be able to select from several choices the action that constitutes the violation.	TO 5a
B.3.	Given situations in which a leader's action fulfills the requirements for established standards of personnel development, the M will be able to select from several choices the action that fulfills the requirement.	TO 5b
B.3.	The M will be able to select from several choices the paragraph which best specifies the standards for personnel development as set forth in GO 21 and NavRegs, Art. 0710.	EO-1
B.4.	Given situations in which a leader's action reflects a disregard for integration of principles and practices of leadership into everyday routine, the M will be able to select from several choices the action that constitutes the violation.	TO 6a
B.4.	Given situations in which a leader's actions fulfill the requirements for integration of principles and practices of leadership in everyday routine, the M will be able to select from several choices the actions that fulfill the requirement.	TO 6b

Outline Reference	Terminal and Enabling Objectives	
B.4.	The M will be able to select from several choices the paragraph which best specifies the standards for integration of principles and practices of leadership into everyday routine as set forth in GO 21 and NavRegs, Art. 0709.	TO 6b EO-1
B.5.	Given situations in which a leader's action reflects a disregard for effective organization and administration, the M will be able to select from several choices the action that constitutes the violation.	TO 7a
B.5.	Given situations in which a leader's actions fulfill the requirement for effective organization and administration, the M will be able to select from several choices the actions that fulfill the requirement.	TO 7b
B.5.a.	The M will be able to select from several choices the paragraph which best specifies the standards for effective organization and administration as set forth in GO 21 and NavRegs, Art. 0704.	EO-1
A.4.	The M will be able to select from several choices the five areas of performance of duty to which particular attention is directed by GO 21.	TO 8